



[Preceptor: This presentation correlates to the What is a Coach Preceptor Guide. The presentation is not meant as a self-study. There are directed discussion items and activities built within this presentation. Please use the speaker's notes as talking points.]

Say: "We have all seen good coaches and bad coaches in grade school sports or teams up through professional teams. Let's talk about what makes a successful coach."

Topics

- Successful Coaching
- Coaching Readiness Self-Assessment
- Characteristics of a Good Coach
- What's In It For Me (WIIFM)?

Citation: Centers for Disease Control. (2005). Workplace Safety and Health. Information Circular. (IC 9479).
Provider Specialty: All

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Say: “This section defines a coach and explains why learning coaching skills is important for someone conducting On-the-Job Training (OJT).”

[Read through the topics to be covered.]

Successful Coaching

It takes more than being able to do the job well.



The ability to share knowledge and skill effectively can be learned and practiced.

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We begin this workshop by describing what it takes to be a good coach. A coach “is someone who helps someone else (a new surveyor) learn something that he or she would have learned less well, more slowly, or not at all if left alone.”

One reason you have been selected as a coach is because of your work knowledge and skills.

[Discuss their technical expertise and how they will be better able to share their knowledge and skills after they participate in this workshop. Emphasize that practicing their coaching skills after the workshop will help them improve as preceptors.]

But being able to do a job well does not always make a person a good coach. When someone is very good at something, doing the task may have become so automatic that the person is not able to explain it to others (Johnson and Leach, 2001).

Other qualities also make people good coaches. You are likely to have a number of these qualities.

In this section of the workshop you will:

- Assess your coaching strengths.
- Discuss qualities that improve coaching.

Let's continue.

From One Coach to Another

“Ability is what you are capable of doing.”

“Motivation determines what you can do.”

“Attitude determines how well you do it.”

—Lou Holtz, former Head Coach, University of South Carolina

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Under the leadership of Coach Lou Holtz, the University of South Carolina (USC) football program achieved a high level of success and respect. In Coach Holtz’s first five years, USC accomplished several firsts in the program’s 110-year history, including the following:

- Winning two consecutive New Year’s Day Bowl games (2001, 2002 Outback Bowls)
- Finishing with top 20 national rankings for two straight years (19th in 2000 and 13th in 2001)
- Ranked in the national polls for an entire season (2001)
- The most victories in consecutive seasons (17 from 2000-01)
- Record-setting home attendance (82,614 average in 2001 and 82,138 in 2002)
- Most national television appearances in a 3-year period (18)
- Most players (11) to sign National Football League (NFL) contracts in one season (2002 and again in 2003)

Good coaches are motivators and instill good attitudes in their new surveyors.

[Use Coach Holtz’s words to kick off a discussion about ability as only the starting point for being able to do a job well.]

Coaching Readiness

This Coaching Readiness self-assessment determines

- Your strengths
- Things you can work on to improve your success as a coach

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[Read the slide then ask new surveyors to complete the self-assessment on page 1 and 2 of the Preceptor Guide. Give them 15 minutes to complete the assessment.]

[When everyone is finished, go to the next slide to discuss the form.]



[Refer new surveyors to page 3 of the Preceptor Guide for this discussion.

Point out that each box on page 3 is related to the questions in the corresponding box on the form they just completed on pages 1 and 2.]

Look back over your answers to the coaching readiness self-assessment.

- Boxes with more high numbers circled show areas where you are most confident. These qualities will help you be an effective coach.
- Boxes with lower numbers circled show what you can work on to improve your coaching. You can be trained to incorporate these qualities effectively into your coaching even if they do not come naturally to you.

If you gave a low rating because of a barrier related to policy, practice, or procedure, discuss your concerns with your workshop leader. If you are comfortable bringing up your concern during the workshop, you may find others have similar reservations.

Every coach is different. Capitalize on your strengths and work to improve other areas.

[Preceptor: Does anyone want to share and discuss their results? Solicit volunteers. Was anyone surprised by their answers and if so why? Answer any questions.]

Super Coach or Blooper Coach?

- Think of someone who did a good job teaching you a skill.
- Think of someone who did a poor job of teaching you a skill.

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[Refer new surveyors to page 5 of the Preceptor Guide for this discussion. Read the slide.]

You have five minutes to list three things that each of these coaches did that made them successful or not.

[Ask for volunteers to share their answers. As volunteers share their answers, document briefly on a flip chart with markers a list of Good Practices and a list of Poor Practices for coaching.]

WIIFM?

- What's In It For Me?
 - Benefits of coaching

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[Refer new surveyors to page 6 of the Preceptor Guide for this discussion. Read the slide.]

You have five minutes to list at least three benefits you will receive as a coach. For example: [Preceptor provide your list of benefits that you derive from coaching or teaching students or new surveyors.]

[Once preceptors have completed the activity, ask for volunteers to share their answers. As volunteers share their answers, document briefly on a flip chart the potential benefits of coaching new surveyors.]

Well, now you know your coaching strengths and what you need to work on. We have discussed the benefits of being a coach. Let's take a look at the process of coaching adults in the workplace in the next unit.

Thanks for your kind attention.